

## Curriculum Guide:

### *The Original Patriots*

#### *California Indian Veterans of the Korean War*

(Grades 9-12)

#### ❖ Required Reading

*The Original Patriots: California Indian Veterans of the Korean War* by Chag Lowry (2015).

Read pg. 1-24 (History of California and Native military service) and choose at least **three elder interviews** to read from the remaining text.

#### ❖ Reading Comprehension

After reading pg. 1-24, select **three** of the topics below that are most interesting to you. Based on information provided in the text, write a one paragraph summary of the facts. Then write a second paragraph including your opinions or thoughts on the topic.

##### *Topics:*

1. War was a catalyst for the migration of Native people to urban areas for jobs. What are the pros and cons of this movement?
2. Native participation in the US Military is twice that of any other ethnic group in America. Why do you think this is so? What were the impacts?
3. Describe some early CA bills and legislation developed during the Gold Rush period that greatly impacted Native people. What were the intentions of these laws?
4. Give an overview of the events and actions during the Gold Rush period that threatened the survival of Native people. How do you think Native people were able to survive this period? How did these events affect water systems and ecology?
5. Discuss the historic role of the press in creating “fake news.” What would be purpose of this? Describe the historic role of investigative journalism to apply public pressure to end appalling programs and practices. Is the press used the same way today? How?
6. Examine the role of the boarding school system for Native people: What were the pros and cons of this system? Has this role changed? Identify several ways public school may look different in the future in regards to structure and curriculum content.

7. Detail the differences between Reservations and Rancherias in CA. Which of these types of Native governments are in your area? Are the differences still clear today? Give examples.
8. The historic stereotype of the Native man is the “stoic warrior.” How did this perception impact Native men? Does it continue to impact them or do new stereotypes dominate today? Do old or new stereotypes impact you? How so?
9. Describe how the Dawes Act and granting of American citizenship for Native people shaped their national identity and perhaps cultural practices/values. How so?
10. What was the purpose of the Korean War? How would you describe the relationship between the USA and North Korea? Would you say similar tensions exist today? Give an example.
11. The Korean War ended with an armistice not a peace treaty. What does this mean? What are the differences between these two?

### ❖ Argumentative Essay

Did you have a strong opinion or interest in one of the above topics? Discuss these ideas in a small group format or with the larger group.

Pick **one** opinion you would like to write about in an “argumentative” essay. Articulate your opinion and topic in one concise sentence-this will be the thesis statement included in your introduction. The body of your essay will contain 3 paragraphs, each arguing a finer point of the thesis. You give evidence to argue your point through research. Give examples and citations from the *Original Patriots* text as well as other library sources. Qualitative research can include discussions with knowledgeable community members or your own personal observations. Your conclusion should summarize your argument in a persuasive way, perhaps adding additional thoughts or questions to ponder.

### ❖ Community Challenge

Pick **one** of the following three community projects to be completed individually or with a partner:

#### 1. Oral History (Interview)

The Korean War veterans of *The Original Patriots* shared life stories and lessons for younger generations. Themes emerged from these stories. Some of these themes included:

- “Mixed blood” ancestry and racial tension
- Treatment for Post-Traumatic Stress Disorder

- Preventing domestic violence
- Alcohol
- Education
- Working in the woods
- Discipline of training
- Acknowledging accomplishments of others in community events
- Advocacy
- Military and Sense of Duty
- Mentoring others
- How peers and siblings influence our choices
- Spiritual guidance and protection
- Cultural roles
- Old family stories that teach moral lessons

Ask an elder familiar to you or your partner if they would be willing to share some life stories they think younger generations should know about. Agree on a time frame and safe location. Perhaps choose to have a phone conversation if this is most safe. Give the elder a small gift to express your appreciation. Ask if you can audio record the session, and if not, take notes. During the conversation, follow the elders lead as they choose the stories to share with you. If the elder pauses, you may want to ask follow up questions, like: *“What was important to you? Who taught you useful skills? How did you use these skills? What accomplishments are you most proud of? What did it take to achieve them? What advice do you have for young people?”* Do not press an elder if they are reluctant to answer a question and give them time if they need quiet spaces to think.

Per group: write a summary of the answers given and identify any themes that emerged. Write a paragraph on what the experience was like to share time with an elder. Give a copy of the write up to your teacher and one to the elder with a thank you note. Share the themes and life lessons with your class in a 5 minute presentation.

## **2. Geography (Mapping colonial institutions)**

Using a large piece of butcher paper, create an outline of the county in which you reside. Identify the Indigenous groups that reside in this county. Label the office headquarters for any tribes and Rancherias. Label any historic forts, missions or boarding schools. Pick one of these forts, missions or boarding schools to do additional research on. Examine how this place impacted the Native people of that area. What was the purpose of this place? How were cultural practices and the local ecology impacted? What were the benefits of this place? What was the harm? How is it used now? Write a 2-3 page summary of your research. Present the most interesting points to the class.

### 3. Advocacy (How language affects perception)

Perhaps in your research of “Early California Laws” on [www.library.ca.gov](http://www.library.ca.gov) you have come across names that sound familiar. Sometimes the names of people who led massacres or the enslavement of Native people are used as names of public streets, buildings or even organizations. If this is the case in your town, research this historical figure using library and community expert sources. Write up your findings and present to the class.

- Who was this person and what did they do? When did they do it? How did it impact various groups in the community?
- Do you know what happened to this person afterwards?
- How and where is their name currently used in your community?
- Is there an Indigenous name for this place in your county? If you can't find one, try to locate an Indigenous name for a local village or natural feature of that place.
- Is the use of the historic person's name problematic? Why or why not?
- How might the use of this name affect perception of this person's value or importance?
- If you think the current application of this name is problematic, devise potential action steps to advocate for change. Who would you consult with? Who might align with your efforts? How would you educate the community about the history of this person and intentions of your efforts? What might your message be? What would be your goal? What might community backlash look like? How might you respond?

## **References**

This curriculum was developed by Rebecca Lowry, MSW, (Delaware Tribe of Indians). Lowry holds a CA State Teaching Credential in English.

## **Relevant California State Standards**

- **English Language Arts/Literacy: Grades 9-10 & 11-12**
- [https://www.scoe.net/castandards/Documents/parent\\_overview\\_ela\\_9-12.pdf](https://www.scoe.net/castandards/Documents/parent_overview_ela_9-12.pdf)
- Reading & writing across content areas; developing language skills; writing effective arguments.
  
- **History/Social Science Framework: Grades 9-11**
- [https://www.scoe.net/castandards/Documents/parent\\_overview\\_hss\\_9-12.pdf](https://www.scoe.net/castandards/Documents/parent_overview_hss_9-12.pdf)
- Geography; modern California; ethnic studies; national identity; globalization; war.